State of Iowa Department of Education Bureau of Career and Technical Education Grimes State Office Building Des Moines, IA 50319-0146

Website location: www.state.ia.us/educate/.....

INSTRUCTIONS FOR SUBMITTING PROGRAM APPROVAL REQUESTS Secondary Career and Technical Education Programs

These instructions for Department of Education approval are for all Secondary Career and Technical Education programs, including Tech Prep programs.

SECONDARY CAREER AND TECHNICAL EDUCATION PROGRAMS GENERAL INFORMATION

- A. A career and technical education program (vocational education) is defined in the "Iowa Administrative Code School Rules of Iowa, Chapter 12" as including:
 - The instructional programs also shall comply with the provisions of Iowa Code chapter 258 relating to career and technical (vocational) education.
- B. Programs seeking Department of Education board approval must:
 - 1) contain a minimum sequence of three units of instruction responding to a minimum set of performance indicators (competencies);
 - *<u>Unit</u>: A unit is a course which meets one of the following criteria: it is taught for at least 200 minutes per week for 36 weeks; it is taught for the equivalent of 120 hours of instruction.
 - *Sequential unit: applied to an integrated offering, directly related to the education and occupational skills preparation of individuals for jobs and preparation for postsecondary education. Sequential units provide a logical framework for the instruction offered in a related occupational area and do not require prerequisites for enrollment.
 - *Performance Indicator(Competency) is a learned student performance statement which can be accurately repeated and measured. Instruction is based on incumbent worker-validated statement of learner results (performance indicators/competencies) that clearly describe what skills the students will be able to demonstrate as a result of the instruction. Performance indicators (competencies) function as the basis for building the instructional program to be offered. Teacher evaluation of students, based upon their ability to perform the performance indicators (competencies), is an integral part of a competency-based system.
 - *Coring is an instructional design whereby performance indicators (competencies) common to two or more different career and technical service area are taught as one course offering. Courses shall be no longer than one unit of instruction. Course(s) may be placed wherever appropriate within the program offered. This offering may be acceptable as a unit or partial unit in more than one career and technical program to meet the standard.
 - 2) utilize content standards and benchmarks/competency-based (performance indicators) curriculum that reflects current industry standards. Districts may choose one set of performance indicators (competencies) per service area upon which to build their program or follow the process detailed in 281—subrule 46.7(2). Model standards/benchmarks/performance indicators (competencies) lists contain performance indicators (competencies) validated by statewide technical committees, composed of representatives (employers/employees) from appropriate businesses, industries, agriculture, and organized labor. These lists contain essential performance indicators (competencies), which lead to entry-level employment, are not intended to be the only performance indicators (competencies) learned.

- 3) demonstrate responsiveness to student interests and labor market needs; (e.g., www.iowaworkforce.org)
- 4) strengthen academic skills through the career and technical education curriculum;
- 5) provide articulation with a postsecondary institution;
- *Articulation is the process of mutually agreeing upon performance indicators (competencies) and performance levels transferable between institutions and programs for advanced placement or credit in a career and technical (vocational) program. An articulation agreement is the written document which explains the decisions agreed upon and the process used by the institution to grant advanced placement or credit
- 6) assess the extent to which the performance indicators (competencies) are being mastered;
- 7) provide access and equity for all students;
- 8) utilize input from an advisory council/committee;
- *Advisory committee/councils designed to assist career and technical education planning and evaluation shall be composed of public members with emphasis on persons representing business, agriculture, industry, and labor (organized). The membership of local advisory committees/councils will fairly represent each gender and minority residing in the school district.
- 9) prepare students for entry level employment, self employment, and/or postsecondary education within their chosen field;
- 10) provide students with leadership opportunities that are related to their chosen field of study;
- 11) provide students with employability skills; and
- 12) provide students with information on new and emerging technologies.

Secondary career and technical education programs may meet the three sequential unit requirements by offering:

- > a unit from three different levels: general employability, knowledge of career area, and the occupational cluster.
- > one unit from general employability and two units in knowledge of the career area, provided that two of the units are in the same pathway.
- one unit from the occupational cluster and two units in knowledge of the career area, provided that general employability standards are incorporated.
- > three units in a career area.
- any combination of levels that include the incorporation of employability standards within the same pathway.

C. The benefits to Department of Education approved programs include:

- > validation that the program meets the standards required for Department of Education board approval
- > access to the state career and technical education reimbursement resources
- access to the state promoted staff development opportunities
- > access to professional teacher associations
- > access to federal career and technical education grants and assistance (Perkins)
- access to career and technical student organizations

D. The Department of Education must receive proposals <u>45 days prior to desired start date</u>. Submit <u>three</u> copies of each proposal to:

Bureau Chief c/o Cheryl Killen Bureau of Community Colleges Iowa Department of Education Grimes State Office Building Des Moines, IA 50319-0146

or e-mail a copy to cheryl.killen@ed.state.ia.us

I. PROPOSAL COVER PAGE

A.	Dist Add	requesting approval: trict Name lress unty District Number		
B.	Program information			
	1. F	Program title/name		
		State Title		
		Local Title		
		Location		
	2.	CIP number		
		Codes for:		
	I	nstructional Level		
	7	Sype of Program		
	S	Special Emphasis		
	(Object and Purpose		
NO	ГЕ: DE	consultant for program area will provide assistance with above codes.		
	3. A	Anticipated Start Date		
	4. A	Anticipated Annual Enrollment Total Female Male		
C. Name, title, address, e-mail, and telephone number of person to be contacted proposal.		title, address, e-mail, and telephone number of person to be contacted regarding this al.		
D. E.	Date submitted to the Department of Education: Name of Department of Education consult who proved assistance with development of the program/proposal			

II. DESCRIPTION/PURPOSE

A. Describe this program and its purpose in approximately 200 words.

III. STUDENT INTEREST/EMPLOYMENT OPPORTUNITIES/LOCAL APPROVAL

- A. Describe the process utilized to determine student interest in this program and the findings of the process.
- B. Describe the process utilized to determine local, regional and statewide demand for skilled employees in related occupations and the findings. (You may contact the local Workforce Development office for regional and statewide labor market information or consult their web page www.iowaworkforce.org for assistance.
- C. Identify the local board or boards approving the program and dates of the action(s).

IV. ADVISORY COUNCILS/COMMITTEES

- A. Attach completed <u>Program Advisory Council/Committee Membership</u> form.
- B. Attach minutes of Program Advisory Council/Committee meeting(s) that address the planning and implementation of this program (or validation of an existing program).

V. PROGRAM CONTENT

- A. List the length (in units) and title of courses designed to deliver the proposed program. Include course descriptions that will be provided to prospective program enrollees. If this is a Tech Prep program, include the drawing board.
- B. Attach program standards and benchmarks/performance indicators (competencies). (Include occupational, employability, leadership, and entrepreneurship performance indicators (competencies.)

- C. Describe how student leadership standards will be incorporated as an integral part of the program. If the program is affiliated with a career and technical student organization, please identify the name.
- D. Describe how lab training, field training, on-the-job training, internship, cooperative, and/or clinical experience will be incorporated as an integral part of the program.
- E. Describe the facilities and equipment available and to be purchased or remodeled to initiate the proposed program.
- F. Attach program articulation agreement(s) that identify how the program is articulated with a postsecondary program. If program is a tech prep program, include the written tech prep agreement.
- H. <u>IF JOINTLY ADMINISTERED</u>, attach the 28E Agreement that includes duration, organizational composition and administration, purpose, manner of financing, and permissible method(s) of termination of the agreement and disposition of property. Include the date filed with the Secretary of State and recorded with the county recorder. (Reference: Joint Exercise of Governmental Powers, Iowa Code Chapter 28E)

VI. STUDENT SUPPORT SERVICES

A. Describe support services and strategies available and identify who will provide these services. Examples of services to be described are recruitment, assessment, career planning services provided, counseling, placement services, and follow-up services. (If services are described in catalog or student handbook, appropriate sections may be attached).

VII. PROGRAM EVALUATION AND STUDENT ASSESSMENT

- A. Indicate how the attainment of standards and benchmarks/performance indicators (competencies) both occupational and academic, will be measured and documented. Include any other measures of student assessment to be used.
- B. Describe how this program will be evaluated to meet student and industry needs and how the results of this evaluation will be reported.
- C. Describe accessibility of this program for all students, regardless of race, gender, national origin, disability, religion, creed, age, or marital status.
- D. List strategies for attaining equal access if program enrollment does not reflect a distribution proportionate to current school population distribution.

VIII. FINANCIAL

Attach a budget for each participating agency. Complete this form as follows:

- 1. Personnel report the dollars budgeted for instructor salary (including fringe benefits) devoted to the proposed program. Exclude study hall and other non-career and technical activities.
- 2. Travel report the dollars budgeted for travel for this program.
- 3. Instructional equipment.
- 4. Instructional supplies.
- 5. Capital outlay.
- 6. Total budget.

IX. ASSURANCES

Sign and attach assurances for secondary programs.

X. LIST OF ATTACHMENTS

- A. Program Advisory Council/Committee Membership form
- B. Assurances for Secondary Career and Technical Programs form
- C. Program Advisory Minutes
- D. Standards, Benchmarks/Performance Indicators (Competency)
- E. Articulation or Tech Prep Agreement
- F. 28E Agreement (when appropriate)
- G. Drawing Boards (if Tech Prep program)

PROGRAM ADVISORY COUNCIL/COMMITTEE MEMBERSHIP

District:	County Dist. No.:
Career and Tec	hnical Education Program:

Membership Representation

	Duplicate form if necessary.	Gender ¹	Race ²	Other ³
1.	Name: Employer: Position:			
2.	Name: Employer: Position:			
3.	Name: Employer: Position:			
4.	Name: Employer: Position:			
5.	Name: Employer: Position:			
6.	Name: Employer: Position:			
7.	Name: Employer: Position:			
8.	Name: Employer: Position:			
9.	Name: Employer: Position:			

 1 Gender: M = Male F = Female

²Race: 1=White, Not Hispanic 4=Hispanic

2=Black, Not Hispanic 5=American Indian or Alaskan Native

3=Asian or Pacific Islander 6=Does not indicate

³Other: L=Member of Organized Labor D=Individual with Disability

Iowa Department of Education, Bureau of Career and Technical Education – 1/01

State of Iowa
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Bureau of Community Colleges and Career and Technical Education
Grimes State Office Building
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ASSURANCES FOR SECONDARY CAREER AND TECHNICAL EDUCATION PROGRAMS

County/District: Program Name:					
Yes	No	N/A	Assurance		
			The applicant assures that in carrying out this program it will comply with federal and state laws that prohibit discrimination on the basis of race, color, national origin, gender, disability, religion, creed, age, or marital status in educational programs.		
			The applicant assures that equitable access will be provided to all students.		
			The applicant assures that multicultural, nonsexist approaches will be used in planning and implementing programs consistent with its MCGF plan.		
			The applicant assures that employers in work-site based training programs do not discriminate against employees or customers and provide an environment free of racial and sexual harassment. Students will be accepted for on-the-job training, clinical or work experiences, assigned to jobs and otherwise treated without regard to race, color, national origin, gender, marital status or disability.		
			The applicant assures that services to students with disabilities are provided in the least restrictive environment that will meet their needs.		
			The applicant assures that reasonable accommodations are provided to students with disabilities.		
			The applicant assures that career and technical education programs include competency-based applied learning which contributes to an individual's academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, and occupational-specific skills.		
			The applicant assures that instructors teaching in this program will be appropriately licensed.		
			If this program is jointly administered with another school district or community college, the applicant assures that the appropriate contracts are in place.		
Date			(Superintendent's Signature)		